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ABSTRACT

Twenty sample career education implementation plans for grades 4-6 are included in this document. Goals, objectives, activities, and potential resources are identified for the following six areas: personal development, career and occupational awareness, economic understanding, citizenship, family life, and human relations. The career education legislation enacted by the commonwealth of Kentucky precedes the plans and defines each of the six areas. (BM)

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CAREER EDUCATION
IMPLEMENTATION SAMPLES
(4-6 KIT)

DEVELOPED BY:
DIVISION OF GUIDANCE SERVICES
KENTUCKY DEPARTMENT OF EDUCATION

CE 020 700

AN ACT relating to career education.

Be it enacted by the General Assembly of the Commonwealth of Kentucky:

Section 5. A new section of KRS Chapter 158 is created to read as follows:

(1) Career education shall be conducted in the elementary, secondary, post secondary, and adult education programs administered by the Department of Education under authority of the State Board of Education as a process incorporated into the total curriculum and in conjunction with courses in any appropriate area of study.

(2) Career education shall include, but not be limited to, the areas of:

(a) Personal development, including the development of competencies necessary to acquire basic learning skills; communicate; compute using the basic processes; acquire knowledge and skills through continued learning; make informed decisions relating to career and life development; apply acquired knowledge and skills to real-life situations; pursue personal interests and enrichment; and obtain and apply knowledge of physical fitness, nutrition, and mental health to life-long personal health/maintenance;

(b) Career and occupational awareness, including information, activities and guidance procedures of the career education concept designed to develop the understanding and ability necessary to make career choices, to cope with the changes economic and occupational environment, and to develop occupational and education competencies necessary for employment and continued education;

(c) Economic understanding, including knowledge of economic systems, information of tax structures and obligations, understanding of personal and family money management, and the competencies required for the application of such knowledge and understanding to consumer practices;

(d) Citizenship, including the rights and responsibilities of citizenship in the community, state, nation, and world social and political orders;

(e) Family life, including information and activities designed to develop an understanding of the role of the individual in family life, the rights and responsibilities incumbent upon each role participant, the responsibilities and duties of marriage and parenthood, and the theories and practices of child rearing and early childhood development; and

(f) Human relations, including knowledge of the relationships of the individual to his social, cultural, natural, and political environments, and understanding of worth and dignity of other people, and the skills and understanding required in developing an ability to work with and relate to other individuals and groups, and an appreciation of the historical and cultural heritage and values of his environment and that of others.

(3) Career education shall be sequential in nature and suited to meet the needs of the students at their respective grade levels.

AN ACT relating to career education.

Be it enacted by the General Assembly of the Commonwealth of Kentucky:

Section 5. (2) (a)

Personal development, including the development of competencies necessary to acquire basic learning skills; communicate; and compute using the basic processes; acquire knowledge and skills through continued learning, make informed decisions relating to career and life development; apply acquired knowledge and skills to real-life situations; pursue personal interests and enrichment; and obtain and apply knowledge of physical fitness, nutrition, and mental health to life-long personal health/maintenance;

LEVEL: 4-6

AREA: Personal Development

GOAL: To assist students to develop the competencies necessary to acquire basic learning skills

OBJECTIVE	SUGGESTED ACTIVITIES	POTENTIAL RESOURCES (OPTIONAL)
1. Students in grade four will understand how feeling good about oneself builds the confidence necessary to learn new things.	1.1 Proud Whip: Each student will tell the class something that he/she is proud of (something learned, something he/she can do, something earned, etc). 1.2 Each student will list three words that he/she would like people to use to describe him/her (e.g., pretty, kind, happy). The teacher follows with small group discussion, allowing one minute for each child to talk about the words he/she listed. 1.3 Positive support: Each student will list three things that others can do that would help him/her to feel liked, good, or successful (e.g., listen to me, smile at me, tell me you liked my idea). Students share their lists in groups or put each suggestion on 3x5 cards and post on the bulletin board. 1.4 Success sharing: The teacher will set aside a few minutes each day to allow students to share their success experiences.	*Running for Joy *Guidance Now: Contemporary Counseling in the Elementary School *Available from the Division of Guidance Services

LEVEL: 4-6

AREA: Personal Development

GOAL: To assist students in the development of interpersonal communication skills

OBJECTIVE	SUGGESTED ACTIVITIES	POTENTIAL RESOURCES (OPTIONAL)
1. At the completion of a series of activities designed to develop communication skills, each sixth grade student will make a "door-opening response" to another classmate.	1.1 Each student will list three responses (words, gestures, etc.) that can make others feel unimportant or "put down". 1.2 The class will listen to tapes or records of stories and try to identify the feelings expressed by the characters. 1.3 The class will discuss "door openers" - the responses we can make to a person that will encourage him/her to talk (e.g., uh-huh, I see, okay, I understand). 1.4 Each student will listen to another person make a statement about himself/herself. He/she will try to paraphrase what was said in order to communicate to the other person that he/she was heard (e.g., "you're really excited about getting a new bike," "you're feeling a little low about your report card," "you felt really happy when your brother came home"). Students will try to acknowledge both the feeling and the content	I am Loveable and Capable (Story or cassette/filmstrip) Sidney Simon, Argus Communications Records/Tapes *Running for Joy ETV Series: Inside/Out and Bread and Butterflies *Available from the Division of Guidance Services

LEVEL: 4-6

AREA: Personal Development

GOAL: To assist students in the development of interpersonal communication skills

OBJECTIVE	SUGGESTED ACTIVITIES	POTENTIAL RESOURCES (OPTIONAL)
	in making their "door opening" responses. 1.5 The teacher may choose to use "feelings" words instead of the usual spelling list for several days. Words should be selected which encourage students to become aware of the wide range of feelings that people experience (e.g., angry, hurt, sad, rejected, unfair, bored, anxious, worried, left out, embarrassed, disappointed).	

LEVEL: 4-6

AREA: Personal Development

GOAL: To assist students in the development of skills related to decision-making

OBJECTIVE	SUGGESTED ACTIVITIES	POTENTIAL RESOURCES (OPTIONAL)
1. By the end of grade six students will have a basic understanding of the kinds of decisions they make in their lives and how they approach these decision-making tasks.	1.1 Students will discuss the variety of conflicts that one may have which require decisions such as choosing between: a. Watching a favorite television program or helping father/mother with the dishes b. Playing football or taking guitar lessons c. Going to visit a friend or staying at home for your brother's birthday party d. Cleaning your room or taking out the garbage e. Going to the movie or doing the weekly shopping for your mother f. Accepting an invitation to go to a ballgame with a friend (who asked you first) or going to an amusement park with another friend (whose company you prefer) 1.2 Each student will state (write)	Value Clarification: A Handbook of Practical Strategies for Teachers and Students, Simon and Kirschenbaum *Running for Joy Community Resource Persons *Available from the Division of Guidance Services

LEVEL: 4-6

AREA: Personal Development

GOAL: To assist students in the development of skills related to decision-making

OBJECTIVE	SUGGESTED ACTIVITIES	POTENTIAL RESOURCES (OPTIONAL)
	a conflict that he/she is having which requires a decision. After brainstorming possible alternatives for solving the conflict the students may consider their alternatives in light of the following questions: a. Which alternative do I like best? b. What is the barrier (negative aspect) of this alternative? c. Which of the alternatives is least appealing? d. Does it have a positive aspect? e. Is there one I feel that I "should" choose? f. Would the choice that I make have an influence upon someone else? Would it have a positive or negative effect? g. Is there a compromise that I could make which would work better than the alternatives that I have considered? (Could I trade a job that I disliked for one I like better? Could I schedule my time more effectively in order to solve the conflict?	

LEVEL: 4-6

AREA: Personal Development

GOAL: To assist students in the development of skills related to decision-making

OBJECTIVE	SUGGESTED ACTIVITIES	POTENTIAL RESOURCES (OPTIONAL)
	Could I combine two activities?) h. How will I benefit from my decisions? 1.3 Students will discuss: a. The meaning of the quotation, "Not to decide is to decide." b. Ways in which we avoid making decisions (i.e., procrastination, shifting responsibility, refusing to put forth real effort. c. How we can decide what our feelings will be (we can decide to be happy or unhappy, calm or upset, friendly or unfriendly, etc.).	
2. Students will understand how the decision-making process is applied by those people responsible for establishing policies and regulations for various community agencies.	2.1 Students' representatives will attend meetings of the various community organizations (e.g., City Council, Board of Education, County Court) to learn how decisions are made and report their observations of the decision-making procedures to the class.	

LEVEL: 4-6

AREA: Personal Development

GOAL: To assist students in the application of acquired knowledge and skills to real-life situations

OBJECTIVE	SUGGESTED ACTIVITIES	POTENTIAL RESOURCES (OPTIONAL)
1. By the end of grade five students will identify ten things that they have learned to do (or do better) since they started to school.	1.1 Students will choose someone they know to interview about their job tasks. (How important was their school experience in learning to do their job? What was most important? Why? What was least important?) 1.2 Students will keep a log of their activities for a day. In a classroom discussion students will look at the activities listed to decide: a. How many of these activities required skills that were learned both at home and in school? b. Were some skills learned both at home and at school? c. What else could be learned at school that would be helpful in activities outside of school? Where feasible, teacher and students can plan classroom activities which center around those suggestions students have about what they would like to learn.	

IMPLEMENTATION PLANS

LEVEL: 4-6

AREA: Personal Development

GOAL: To assist students in the pursuit of personal interests and enrichment

OBJECTIVE	SUGGESTED ACTIVITIES	POTENTIAL RESOURCES (OPTIONAL)
1. By the end of grade five students will have a basic understanding of the need for constructive leisure time activity in the life of the individual.	1.1 Students will draw pictures which represent some interest they have and share their pictures with the rest of the class. 1.2 The class will organize a hobby show in which students will display articles/materials which represent interests or hobbies they now have. 1.3 The teacher will share with the class a hobby that he/she has and will invite others (teachers, principal, parents, community persons) to talk with the group about those things they like to do in their leisure time. 1.4 Each student will tell the class something that he/she would like to teach someone else and something that he/she would like to learn. 1.5 The teacher will stimulate classroom discussion focusing upon the need for more effective use of leisure time and development	Classroom Teacher Principal Parents Community Persons

LEVEL: 4-6

AREA: Personal Development

GOAL: To assist students in the pursuit of personal interests and enrichment

OBJECTIVE	SUGGESTED ACTIVITIES	POTENTIAL RESOURCES (OPTIONAL)
	of the skills and interests necessary for leisure-time utilization. Topics for discussion: A shorter work week will increase the amount of leisure time available to people; People need recreation/relaxation to satisfy psychological and physical needs; Television may prevent the development of more desirable skills and interests which would be of greater benefit to the individual.	

IMPLEMENTATION PLANS

LEVEL: 4-6

AREA: Personal Development

GOAL: To assist students to develop skills and attitudes necessary for life-long personal health/maintenance

OBJECTIVE	SUGGESTED ACTIVITIES	POTENTIAL RESOURCES (OPTIONAL)
1. By the end of grade six each student will have a basic understanding of the benefits of good health/hygiene habits.	1.1 Teachers and/or counselors will brainstorm with students what good health and hygiene habits are. Display posters (drawn by volunteers) of students practicing good health and hygiene habits.	Drawing materials
	1.2 Teachers and/or counselor will discuss with students the benefits of good health and hygiene habits: a. The converse (what would happen if one didn't eat a balanced meal) b. Reasons for poor health habits (i.e., junk food is tasty; baths are time-consuming; staying up late is fun) c. Whether the benefits are worth the trouble involved (Students may debate both sides)	
	1.3 Students will contribute questions on health and hygiene for a large fish bowl (have them indicate if questions need to be discussed privately). Questions from the fish bowl will be selected for class discussion. School nurse, health workers, etc. might be invited to participate in class	School Nurse Health Workers Fish Bowl for questions

LEVEL:

AREA:

GOAL:

OBJECTIVE	SUGGESTED ACTIVITIES	POTENTIAL RESOURCES (OPTIONAL)
	discussion.	
	1.4 Students will look at pictures of workers in various occupations and brainstorm as to what health and hygiene habits are important in each particular job. Students will select a favorite job and role-play the health and hygiene habits needed for this job.	Pictures of Workers in varied occupations

AN ACT relating to career education.

Be it enacted by the General Assembly of the Commonwealth of Kentucky:

Section 5. (2) (b)

Career and occupational awareness, including information, activities and guidance procedures of the career education concept designed to develop the understanding and ability necessary to make career choices, to cope with the changing economic and occupational environment, and to develop occupational and education competencies necessary for employment and continued education;

LEVEL: 4-6

AREA: Career and Occupational Awareness

GOAL: To assist students to develop career and occupational awareness

OBJECTIVE	SUGGESTED ACTIVITIES	POTENTIAL RESOURCES (OPTIONAL)
1. By the end of grade five students will have a basic understanding of the kinds of work that people do and how their interests/hobbies may relate to the job classification they choose. Possible Job Classifications: a. Create, build, make new things, or improve old ones. b. Operate things (machines, etc.) c. Organize, arrange, or classify d. Express beauty by means of sound, color, movement e. Improve society	1.1 Students will list their interests/ hobbies to discover if there are patterns and how their interests may relate to job classifications. 1.2 Each student will choose a famous person for a class report and search biographical information to learn how the early interests of these people may have influenced their eventual field of work. 1.3 Students will brainstorm to develop a list of the hobbies/ leisure time activities people may engage in. For each activity suggested the students will: a. Decide which job classification it might relate to b. Name a job which relates to the interest	Teacher/Counselor Librarian/Library Resources ETV Series: Bread and Butterflies *Guide: Developmental Career Guidance *Available from the Division of Guidance Services

LEVEL: 4-6

AREA: Career and Occupational Awareness

GOAL: To assist students to develop the understandings and abilities to make choices

OBJECTIVE	SUGGESTED ACTIVITIES	POTENTIAL RESOURCES (OPTIONAL)
1. By the end of grade six each student will have selected at least one occupational cluster that he/she would like to explore in depth upon entering junior high school.	1.1 Teachers will introduce occupational clusters and let students form groups to create displays about the various clusters. 1.2 Each student will choose a worker to portray to the class. The other students will guess what job he/she represents and what cluster he/she belongs to. 1.3 Students will write brief descriptions of the clusters they found most interesting and tell why they found them appealing. 1.4 Students will discuss the various occupations in terms of their traditional relationships to sex. (Did anyone choose a job that was once considered to be appropriate only for a male? a female? What changes are taking place in our society in this regard?)	*Guide: Developmental Career Guidance *Guidance Now: Contemporary Counseling in the Elementary School Counselors Teachers *Guidance and Counseling in the Middle/ Junior High School *Available from the Division of Guidance Services

LEVEL: 4-6

AREA: Career and Occupational Awareness

GOAL: To assist students to develop an understanding of the changes which may occur in the economic and occupational environment

OBJECTIVE	SUGGESTED ACTIVITIES	POTENTIAL RESOURCES (OPTIONAL)
1. By the end of grade five students will have an understanding of how jobs change due to the technological and social changes which take place in a society.	1.1 Each student will construct a poster which depicts a job that has appeared in his/her lifetime (approximately 10 years) and a job which has become nearly obsolete during that same period.	*Guide: Developmental Career Guidance ETV Series: Inside/Out and Bread and Butterflies Community Resource Persons
	1.2 Students will invite representatives from different occupations to discuss the kinds of changes which have taken place in their fields of work during the last decade.	
	1.3 Students will write to their congressional representatives to find out how various pieces of legislation have altered specific work environment (i.e., OSHA Regulations, Child Labor Laws, etc.)	State Senators/Representatives U.S. Senators/Representatives
		*Available from the Division of Guidance Services

LEVEL: 4-6

AREA: Career and Occupational Awareness

GOAL: To assist students to develop skills necessary to cope with the changing occupational environment

OBJECTIVE	SUGGESTED ACTIVITIES	POTENTIAL RESOURCES (OPTIONAL)
1. Students in grade five will identify three ways in which one's occupation may require changes in one's life.	1.1 Students will form groups to brainstorm about the kinds of changes a family might have to make because of unemployment, parent being transferred to another state, job requiring parent to travel, parent working night shift, decrease in parent's salary, parent going to school, etc. Each group will report the content of their discussions to the rest of the class.	*Guide: Developmental Career Guidance ETV Series: Inside/Out and Bread and Butterflies
2. Students in grade five will identify an experience in their lives which required them to adjust to change. (e.g., losing a friend, moving to another city/school, death of someone important, divorce)	2.1 Students will write about a change they have experienced and how they learned to cope with it and divide into pairs to discuss what they have written.	*Available from the Division of Guidance Services

LEVEL: 4-6

AREA: Career and Occupational Awareness

GOAL: To assist students to develop occupational and educational attitudes and competencies necessary for future employment and continued education

OBJECTIVE	SUGGESTED ACTIVITIES	POTENTIAL RESOURCES (OPTIONAL)
1. At the end of grade six each student will better understand his/her attitudes, habits, strengths, and interests and how these characteristics may be helpful in an occupation.	1.1 In groups students will discuss the different roles they play and how their behavior differs according to situations and relationships. Some roles discussed may be familial, racial, ethnic, religious, peer, and student. 1.2 Students will divide into groups of four or five to develop "An O.K. Person" from the composite characteristics of the persons in their group (e.g., dependability from Jane, cheerfulness from George, intelligence from Mary).	Counselors/Classroom Teachers *Guidance and Counseling in the Middle/ Junior High School *Running for Joy *Available from the Division of Guidance Services

AN ACT relating to career education.

Be it enacted by the General Assembly of the Commonwealth of Kentucky:

Section 5, (2) (c)

Economic understanding, including knowledge of economic systems, information of tax structures and obligations, understanding of personal and family money management, and the competencies required for the application of such knowledge and understanding to consumer practices;

LEVEL: 4-6

AREA: Economic Understanding

GOAL: To assist students to develop an understanding of personal and family money management

OBJECTIVE	SUGGESTED ACTIVITIES	POTENTIAL RESOURCES (OPTIONAL)
1. By the end of grade six students will demonstrate their understandings of basic family economics.	1.1 In classroom discussions students will suggest and list the kinds of expenditures of a typical family (rent, food, recreation, utilities, clothing, etc.) Students will prepare a list of grocery items which would be necessary to prepare a week's meals for a hypothetical family. Class representatives will visit a local grocery to determine the cost of these items. (If a visit to a grocery store is not feasible, the class may determine the cost of the items from the ads in the newspaper). 1.2 Students will write a brief paragraph about a job they did for which they were paid. 1.3 Using a specific amount of play money students will plan Christmas purchases including gifts, cards, postage, decorations, etc.	*Guide: Developmental Career Guidance Classroom Teachers ETV Series: Bread and Butterflies Newspaper/Supermarket Ads Commercial catalogs (Sears, Montgomery Ward, Spiegel, etc.) *Available from the Division of Guidance Services

LEVEL: 4-6

AREA: Economic Understanding

GOAL: To assist students to develop competencies required for applying understandings of money management to consumer practices

OBJECTIVE	SUGGESTED ACTIVITIES	POTENTIAL RESOURCES (OPTIONAL)
1. By the end of grade four students will have an awareness of the relationship which exists between personal values and consumer practices.	1.1 Students will make a collage of those things they like to spend money on when they have money to spend and share these with the class. 1.2 Students will look at their collages and ask themselves: a. Is there anything I like to buy now that was not important to me when I was younger? b. How many of these are important to my mother/father? older sibling? c. Do I like to spend money in order to do things or to have things? d. What would I like to do or buy that might require saving money for a while? 1.3 Students will write about what a magic box might contain that would make them very happy.	Magazines/Art Materials *Guide: Developmental Career Guidance Values Clarification: A Handbook of Practical Stategies for Teachers and Students, Simon and Kirschenbaum *Available from the Division of Guidance Services

AN ACT relating to career education.

Be it enacted by the General Assembly of the Commonwealth of Kentucky:

Section 5, (2) (d)

Citizenship, including the rights and responsibilities of citizenship in the community, state, nation, and world social and political orders;

LEVEL: 4-6

AREA: Citizenship

GOAL: To assist students to develop a basic understanding of social order

OBJECTIVE	SUGGESTED ACTIVITIES	POTENTIAL RESOURCES (OPTIONAL)
1. By the end of grade five each student will have a basic understanding of the need for order in maintaining a society.	1.1 Students will role play the problems which might occur if school or classroom rules were deleted. (All rules for a specific game or activity might be suspended and students then discuss the results.) 1.2 Each student will list five rules that should be observed at home. A composite list of all rules that are given will be written on the chalkboard. Students will separate the rules into three columns marked necessary, helpful, and useless; discuss each rule individually and check the column which is selected by group consensus. 1.3 Students will make lists of behaviors exhibited by their parents which may be somewhat inconvenient but which are for the good of society (e.g., stopping at stop signs, serving on a jury, clearing the road for emergency vehicles, paying taxes). 1.4 Students will cite examples of laws or rules which may be unfair, outdated, or unenforced.	Classroom Teacher/Counselor ETV Series: Inside/Out and Bread and Butterflies Local Law Enforcement Officials

LEVEL: 4-6

AREA: Citizenship

GOAL: To assist students to develop a basic understanding of social order

OBJECTIVE	SUGGESTED ACTIVITIES	POTENTIAL RESOURCES (OPTIONAL)
	1.5 Students will plan a set of ideal rules or laws for a new school, city, or community.	

LEVEL: 4-6

AREA: Citizenship

GOAL: To assist students to develop attitudes and behaviors necessary for responsible citizenship

OBJECTIVE	SUGGESTED ACTIVITIES	POTENTIAL RESOURCES (OPTIONAL)
1. Students in grade six will develop an awareness of the responsibility that people have for finding solutions to the many problems facing our society.	1.1 Students will collect pictures and articles from newspapers and magazines which relate to current social problems for classroom discussion. 1.2 Students will brainstorm ways in which the problems discussed might be handled. 1.3 Students will form a classroom council to deal with problems which arise in the classroom. 1.4 Students will interview parents, grandparents, etc. to find out if they think the problems of today's society are different from those that existed when they were children. 1.5 Students will choose a famous person in the history of America (or the world) and prepare a report on that individual's contribution toward solving problems in the society.	Librarians/Classroom Teachers *Guidance and Counseling in the Middle/ Junior High School Parents/Others Biographies/other reference materials *Guidance Now: Contemporary Counseling in the Middle/Junior High School

AN ACT relating to career education.

Be it enacted by the General Assembly of the Commonwealth of Kentucky:

Section 5, (2) (e)

Family life, including information and activities designed to develop an understanding of the role of the individual in family life, the rights and responsibilities incumbent upon each role participant, the responsibilities and duties of marriage and parenthood, and the theories and practices of child rearing and early childhood development;

LEVEL: 4-6

AREA: Understanding Family Life

GOAL: To assist students to develop an understanding of the rights and responsibilities of the individual within the family

OBJECTIVE	SUGGESTED ACTIVITIES	POTENTIAL RESOURCES (OPTIONAL)
1. By the end of grade six students will have a basic understanding of their individual family constellations and the contributions that each member makes to help the family function effectively.	1.1 Students will make a collage which depicts each member of their families and how they view them in terms of habits, traits, interests, contributions, etc. 1.2 Students will interview the other members of their families to find out how they feel about their places in the family and what contributions they think they are making to help the family get along. 1.3 Students may brainstorm about the kinds of problems which arise in a family as the children get older (i.e., some conflicts their families have now that they didn't have last year). 1.4 Role Reaction: Students will form groups to portray mothers, fathers, brothers, sisters, grandmothers. Each group will look at pictures which may have a variety of interpretations and respond to them according to their chosen roles.	Classroom Teachers, Counselors, Parents ETV Series: Inside/Out *Guidance Now: Contemporary Counseling in the Elementary School *Guidance and Counseling in the Middle/Junior High School Art Materials Selected Magazine Pictures *Available from the Division of Guidance Services

LEVEL: 4-6

AREA: Family Life

GOAL: To assist students to understand the basic duties and responsibilities of parents (or others responsible for the care of children)

OBJECTIVE	SUGGESTED ACTIVITIES	POTENTIAL RESOURCES (OPTIONAL)
1. By the end of grade five each student will identify the responsibilities assumed by their parents/guardians in their adult roles.	1.1 Each student will interview their parents to find out: a. Which of their adult responsibilities they like most and which they like least. b. What they would like to do (or learn to do) if they had all the time they needed and no responsibilities that would interfere. 1.2 Students will compile the list of chores (tasks) usually assumed by parents/guardians. Which of these could be performed by the children in the family? Which ones could not? Why? 1.3 Students will contract with their mother/father to assume a particular responsibility in order to provide the parent with time to do something they enjoy.	Parents/Guardians

AN ACT relating to career education.

Be it enacted by the General Assembly of the Commonwealth of Kentucky:

Section 5, (2) (f)

Human relations, including knowledge of the relationship of the individual to his social, cultural, natural, and political environments, and understanding of worth and dignity of other people, and the skills and understanding required in developing an ability to work with and relate to other individuals and groups, and an appreciation of the historical and cultural heritage and values of his environment and that of others.

LEVEL: 4-6

AREA: Human Relations

GOAL: To assist students to develop an understanding of the worth and dignity of other people

OBJECTIVE	SUGGESTED ACTIVITIES	POTENTIAL RESOURCES (OPTIONAL)
1. At the end of grade four students will show an understanding of the relationship which exists between understanding others by considering the basic needs which must be met in order for people to be happy(i.e., recognition, love, success, independence, belongingness, respect, quality, etc.)	1.1 Role-play situations in which students dramatize conflict situations and then exchange places to see the other side of the issue or the other person's point of view. 1.2 Use a "Magic Circle" (or similar technique) in which students share an experience in which they have felt successful, loved, confident, accepted, etc. 1.3 Allow students to share experiences about a time when they felt misunderstood, left out, afraid, or unhappy because their needs were not being met. 1.4 As resource persons come into the classroom to talk with the students about their occupations ask them to discuss how interpersonal relationships are important in their jobs.	Role Playing for Social Values by Shaftel and Shaftel *Guidance Now: Contemporary Counseling in the Elementary School Methods in Human Development, Human Development Training Institute Developing Understanding of Self and Others (Kit) American Guidance Service Community Resource Persons About Me: A Curriculum for a Developing Self, Encyclopedia Britannica Education Corporation *Available from the Division of Guidance Services

LEVEL: 4-6

AREA: Human Relations

GOAL: To assist students to develop skills and understandings necessary to work with and relate to other individuals and groups

OBJECTIVE	SUGGESTED ACTIVITIES	POTENTIAL RESOURCES (OPTIONAL)
1. At the conclusion of the years' human relations activities, students in grade six will identify at least one skill they have developed which is important in getting along with others.	1.1 Students will brainstorm to develop a list of characteristics they would like in a friend. Copies of the list will be distributed to each student for them to code each characteristic according to the following symbols: L - Like Me U - Unlike Me NI - Not Important to Me 1.2 Students will choose one characteristic they would like to work on and state a plan for reaching their individual goals. (e.g., controlling temper, becoming a better listener, being less critical of others, etc.) Students may share their plans with the class if they choose. 1.3 Students will complete a scrapbook (e.g., "Getting Along with Others") in which each student includes a representation of an interpersonal skill learned during the year.	Counselors, Teacher Self-Concept Materials (i.e., DUSC, TAD, etc.) ETV Series: Inside/Out and Bread and Butterflies Guidance and Counseling in the Middle/Junior High School Guidance Now: Contemporary Counseling in the Elementary School

LEVEL: 4-6

AREA: Human Relations

GOAL: To assist students in the development of an understanding of their relationships to their environments

OBJECTIVE	SUGGESTED ACTIVITIES	POTENTIAL RESOURCES (OPTIONAL)
1. By the end of grade five, students will state one way in which they are able to control their environment and one way in which they have learned to adjust to an environment which cannot be changed.	1.1 Students will discuss the many kinds of environments in which people live (i.e., physical, social, psychological, economic, etc.) and what each of these means. 1.2 Students will suggest ways in which people have learned to control some facets of the environment (e.g., by learning to swim, building airplanes to fly, developing medicines which control diseases, building flood walls). They will also suggest some ways in which people have learned to cope with those things which cannot be controlled (e.g., predicting hurricanes, tornadoes, earthquakes). 1.3 Students will construct a mural depicting some of the accomplishments in our cultural which have given people more control over their environments (discoveries, inventions, etc.). 1.4 Each student will write a story (fantasy) telling what he/she or a classmate might do one day which should benefit society by helping people live more comfortably or more safely with the environment.	Born to Win, James and Jongeword, Addison-Wesley Publishing Co., Inc. TA for Kids, Allyn M. Freed

LEVEL: 4-6

AREA: Human Relations

GOAL: To assist students in the development of an understanding of their relationships to their environments

OBJECTIVE	SUGGESTED ACTIVITIES	POTENTIAL RESOURCES (OPTIONAL)
	1.5 Students will discuss ways in which we control our interactions with others by the things we do and say (e.g., what happens when we are angry, bossy, inconsiderate to others; how others respond when we take time to listen, be understanding, considerate).	

LEVEL: 4-6

AREA: Human Relations

GOAL: To assist students to develop an appreciation of their historical and cultural heritage

OBJECTIVE	SUGGESTED ACTIVITIES	POTENTIAL RESOURCES (OPTIONAL)
1. By the end of the sixth grade all students will show an appreciation of the historical and cultural heritages of themselves and their peers.	1.1 Students will interview their parents, grandparents, and other relatives about their heritages, asking about important holidays, special foods, special customs, location and type of former homes, etc.	Parents and other relatives
	1.2 Students will share their interviews with the class, either by giving a talk (in native dress when appropriate) or by demonstrating through art, music, displays, etc., some highlights of their heritage.	Books, magazines, encyclopedias
	1.3 In small groups students will explore the historical and cultural heritage of some group different from them. Each group will give a joint report on the group chosen for study, using samples of dress, foods, tools, customs, habits, etc. The class will then discuss how each group is both different from and similar to themselves.	
	1.4 Students will develop a pictorial Family Tree of their ancestors and draw pictures of their ancestors in appropriate dress and setting.	